

Lesson 4 of 6

Partner Balances

EQUIPMENT

obstacle free area » accordion mats » music » pinnies

RELATED RESOURCES

- Ready-to-Use P.E. Activities for Grades 5-6 (LRC# 257205), J. Landy & M. Landy, 1993, www.lrc.education.gov.ab.ca
- Teaching Children Gymnastics (LRC# 552689), P. Werner, 2004, www.lrc.education.gov.ab.ca

Warm It Up

BRIDGE TAG

Choose 3 or 4 students to be taggers and give them a pinnie. All other students

move within the designated boundaries and try to avoid being tagged. Should a student be tagged, they freeze and hold their arms up parallel with the floor to make half a bridge. Any other student can stop and form the other half of the bridge by joining hands with the frozen student. It takes a third student to run under the bridge, so all can be free to join the game. This tag game relies on two students to rescue one. Stop the game every 1-2 minutes and ask the taggers to give their pinnies to other students who will take on the role when the game resumes. Play until heart rates are elevated.



Safety First!

For safety, equipment, and supervision considerations when planning tag-type activities, see page 51 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008.

ABCD's of Physical Education



Cooperation	
Communication	
Fair Play	
Leadership	
Teamwork	C(5-6)-5

Clues that students are achieving the outcome...

"Students can identify and demonstrate practices that contribute to teamwork."
Physical Education Program of Studies, Alberta Learning, 2000.

- Students can demonstrate safe balances with a partner
- Students can create sequences with creativity and control
- Within partnerships, students can show trust and positive communication



Whoop It Up

PARTNER BALANCES

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Begin by reviewing individual balances and supports on mats with students (refer to lesson 2). Instruct students to find a partner and perform partner balances such as:

COUNTER BALANCE » partners push against each other, supporting weight, to achieve a stable balance position. **COUNTER TENSION** » partners pull away from each other to achieve a stable balance position. Challenge students to create a variety of counter balance and counter tension positions with their partner (levels, inverted, upright, facings). **SYMMETRY** » partners create balances while in contact with each other that are the same on both right and left sides. **ASYMMETRY** » partners create balances while in contact with each other where the right side is different from the left. **MIRRORING** » partners create balances while facing each other (mirror image); e.g., right arm is up while partner's left arm is up. **MATCHING** » partners create balances that are the same while positioned side by side; e.g., right arm is up while partner's right arm is up (find more balances in the related resources). **MEET AND BALANCE COMBO** » Play music and have the students move among the scattered mats. When the music stops, students partner with someone close to them, move to the closest mat and create a partner balance. Call out combinations such as asymmetrical counter tension; symmetrical mirroring; inverted matching; mirroring counter balance or others. Each time the music stops, students should find a different partner. For added variety and challenge, include elements of direction, level, and shape in the partner balance challenge; e.g., low and wide, high and twisted. **PARTNER BALANCE SEQUENCE** » Students work with a partner to create a sequence of five partner balances that includes a beginning and end, smooth and controlled transitions that link the balances, and varied levels, directions and shapes. Each balance should be held for at least five seconds. Pictures or cards of different partner balances may facilitate ideas.



Safety First!

For safety, equipment, and supervision considerations when planning gymnastics activities, see page 21-22 and 57 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008.



Cooperation

Wrap It Up

PARTNER AND LARGE GROUP DISCUSSION

Gather as a large group. Explain that changing the level of the balance and the base of support affects the stability of the balance. Ask students to talk with their partner about their most challenging balance in the sequence. Encourage them to tell their partner one positive point about working together today. Ask students to identify activities or sports that require balance.